FE Week



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Family tax benefits barrier to apprenticeship starts

FE Week Exclusive

Nick Reinis

@fenickr

Learners are turning down apprenticeships as families cannot afford to miss out on vital benefits payments.

An investigation by *FE Week* has found families lose child benefit and child tax credits, if a young dependent person takes up an apprenticeship, with the national apprentice minimum wage rate of £2.50 an hour.

Although the minimum wage, which is due to rise to £2.60 from October 1, is designed to offer a pay which is greater than money received in benefits, some families face being left more than £150 out of pocket.

This startling reality has proved a barrier for entry, forcing them to make the difficult decision to pull the plug on an apprenticeship - causing the young person to miss out on work experience - in favour of a college-based programme.

Patrick McLeod, head of busi-

ness engagement at Filton College, said a learner turned their back on an apprenticeship, due to be paid £2.50-per-hour for working 30-hours-a-week, after it proved too costly for the family.

Mr McLeod said the mother was told she would lose her £60-per-week in child tax credits, child benefit of £20-per-week and £159-a-month in child support allowance. Taking into account the minimum wage whilst on an apprenticeship, that left her £179 out of pocket per month.

...mothers "won't let" a family member do an apprenticeship

Mr McLeod said: "It's a lot of money to lose a month. The learner turned down the apprenticeship and did a full-time college-based course. It was a shame because they had the chance to get employment experience."

He also believes it could have a

far wider impact, adding: "I'm sure it has and will put people off apprenticeships. There might be many people who have looked into it themselves, made their decision not to do one and not told us about it."

FE Week understands this is just one of a number of similar cases affecting families. One senior staff member at a London college said they are aware of three cases where mothers "won't let" a family member do an apprenticeship.

The staff member, who asked to remain anonymous, said: "Parents need to be made aware of the opportunities. They can only see benefits disappearing."

The National Apprenticeship Service (NAS) said employers often pay more than the minimum wage, but they are aware of benefit issues.

A statement from NAS said: "(We have) been made aware that this is an issue for some apprentices and their families.

"Although the minimum wage for apprentices is £2.50 an hour, employers often pay more, and the average apprentice pay is £170 take home pay per week."

Lynne Sedgmore CBE, executive director of 157 Group, said they are "fully behind apprenticeships" and the benefits they bring to learners.

However, she also added: "In a well-planned apprenticeship programme, both the employer and young person reap substantial benefits, which is why we have been shocked to learn some providers are employing young people as apprentices for just 16 hours per week at the minimum wage of £2.50 per hour.

"This results in a loss of child benefit and child tax credits so hardworking families are losing money, while young people lose valuable work experience."

A spokesman for HM Revenue & Customs (HMRC) said child tax credit and child benefit cease when a young person takes on a waged apprenticeship.

He said: "Yes that would be true in all cases. It is only when a young person continues in full time, nonadvanced education or unwaged training that we treat them as dependent on their parents." Monday 26 September 2011 www.feweek.co.uk

FE Week comment



Readers who leave comments on website win an exclusive mug

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FE Week agitator



Colleges Week is a constipated, false celebration, IMHO

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FE Week explores



As another college drops the word 'college', we ask what's in a name? $\textbf{\textit{Pages 8 \& 9}}$

FE Week and me



It's not too late for students to enter this exciting competition

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inside...





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Forecasts suggest there are simply fewer 16-18 year-olds

Nick Reinis

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Declining teenage population numbers could be playing a significant role in student shortfalls.

Figures compiled by the Office for National Statistics in a UK National Population Projection show the number of 16 to 18-year-olds could fall by more than 90,000 from 2011 to 2015 - from 2.279,948 to 2,186,192.

Experts believe this could have an impact on recruitment figures for further education (FE) and sixth form colleges.

Last week, *FE Week* revealed colleges are facing a significant shortfall following a report by the funding consultancy, and publisher of *FE Week*. Lisect.

The survey, completed by more than 100 FE and sixth form colleges, reported a shortfall - at the time - of 20,319 students.

Initially, the blame was partly placed on the government decision to axe the education maintenance allowance (EMA), which paid up to £30 a week to poorer students, with other issues such as schools marketing themselves better to their pre-16 students.

However, Rob Elliott, product manager for Capita Further and Higher Education, which works hand-in-hand with colleges to help improve business decisions, said demographics could have an impact on college recruitment.

He said: "Every year we look at the issues in the market.

"It was highlighted a couple of years ago that there is this decline (in 16 to 18 year-olds) coming along.

"This must be having an influence on recruitment."

The theory is backed by David Igoe, chief executive of the Sixth Form Colleges' Forum, who is leading a comprehensive survey into recruitment figures.

He said: "I feel it is having an impact.

"But it's not just from our survey, but also data from the YPLA and the national statistics.

"This has been well-known and we are expecting quite a big decline in the demographics, and then it will go back up again."

However, the pair also blames a number of other issues.

Mr Igoe said: "Although early in our survey stage, colleges seem to be reporting two issues. One is the EMA and the other is higher education tuition fees."

Meanwhile, Mr Elliott said: "There are the other points in there as well. The (cut of the) EMA I'm sure is having an impact.

"It's also not necessarily schools marketing themselves better, but it's the Department of Education promoting that side too, such as the work on free schools."

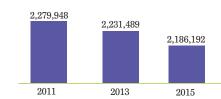
A follow-up survey this week, again conducted by Lsect, shows a slight improvement on last week's figures.

In all, more than half - 58 per cent - of the 102 colleges who responded say their recruitment figures have "improved a little", while only two per cent say they have "improved a lot" on last week's statistics.

Meanwhile, 11 per cent say their figures are "a little worse because of withdrawals" with one "a lot worse". The remainder say they have either not improved, or were on or above their target last week.

The demographics

UK National Population Projection (16-18 year-olds) Source: ONS



See more research stats on page 10 & 11

FE Week news in brief

Not a happy holiday

Employees at Darlington College are being asked to take eight days of unpaid leave in a bid to save money.

As reported in The Northern Echo, the college has published a consultation that would force over 500 workers to take holiday without pay.

The proposal is in reaction to a contract which the college lost to train Army recruits.

DfE denies FoI from AoC

The Department for Education (DfE) has declined a Freedom of Information request submitted by the Association of Colleges (AoC).

The AoC asked to see the list of applications to set up free schools for 16-19 year-olds next September, but the DfE has refused to disclose details.

Vandals confuse new college for mosque

Bournville College was vandalised several times last week after youths mistook one of the buildings for a mosque (as reported in the Birmingham Mail).

The golden conference centre in Birmingham, which opened this month as part of a £1 billion regeneration of the area, has had windows smashed and panels ripped off on numerous occasions.



BBC Radio 4 Apprentice programme sparks debate

Nick Summers

@SummersNicholas

A BBC Radio 4 programme has sparked concerns about the delivery of retail apprenticeships for learners already employed.

The show, headlined 'The apprentices' and broadcast as part of the 'In Business' programme last Thursday (repeated on Sunday), spoke to a number of figures in the further education (FE) sector about the issues surrounding retail apprenticeships.

Prominent figures such as Professor Alison Wolf from King's College London and Nick Linford, Managing Editor of *FE Week* spoke to Peter Day about the value of retail qualifications and their impact on the reputation of apprenticeships.

Christopher Winch, Professor of Educational Philosophy and Policy at King's West College said that he found it hard to disagree with the comments made by Alison Wolf.

"There is a potential for damaging the brand," he said.

"If you don't think the qualification is a good one, then it's not a good use of public money - full stop."

Michael Woodgate, a consultant in the learning and skills sector said: "They (providers) must stop selling cheap and far from cheerful apprenticeships that achieve little apart from devaluing the whole concept.

"Outside a few key sectors, such as retail, where apprenticeship funding is being shame-lessly used to fund the basic workplace training that the employers should be paying for anyway, apprenticeships are still disappointingly rare."

Mr Winch added that large business, such as those found in the retail sector, were not being encouraged to contribute cash to the training schemes

He said: "You need to be very careful, for example, that if a large supermarket is accept-

ing public money to do 12 week apprenticeships that they're not actually saving money by closing down expenditures that they would have otherwise included anyway to get these employees properly trained."

Mick Fletcher, Visiting Research Fellow at the Institute of Education argues that the Skills Funding Agency (SFA) should be reminding providers that employers need to make a cash contribution to costs which are charged.

He said: "The SFA should introduce a new condition in its contracts reminding providers of the spirit of the guidance, which indicates that they should not claim for costs not actually incurred; and the assumption is that employers make a 50% contribution which should be the first place to which costs are charged."

You can listen to 'The Apprentices' programme again here: www.bbc.co.uk/podcasts/series/worldbiz and contribute your thoughts on our website at www.feweek.co.uk

Vince Cable to focus on the other City salaries?

Nick Summers

@SummersNicholas

Vince Cable is calling for greater transparency of executive salaries at a time when top wages are being scrutinised in the further education (FE) sector.

The business secretary launched a consultation document at the Liberal Democrat conference last week that hopes to expose directors on top wages and give shareholders the right to block excessive pay.

The consultation paper, titled 'The Future of Narrative Reporting' has been published by the Department for Business, Innovation and Skills (BIS) and looks at proposals to improve reporting on remuneration.

This includes requiring companies to provide information on the links between the performance of specific companies and top executives earnings.

The comments by Vince Cable coincide with the 'you decide' coloumn in the last edition of *FE Week*, which published the top salaries at two not-for-profit awarding bodies.

Charity Commission records show that City & Guilds had 105 employees with a salary of at least £60,000 in 2010, of which four were more than £200,000.

The top salary for Chris Jones, Director General at City & Guilds, was in excess of £420,000.

A spokesperson for City & Guilds said: "As a successful business with a charitable purpose, our financial reporting is transparent and readily available to the public.

"We need the right talent, who are appropriately remunerated, in place to drive our business and therefore the industry forward."

In contrast AQA, a larger awarding body, had no-one earning more than £130,000.

A spokesperson for BIS said: "Awarding bodies are independent organisations and determine their own pay and other governance structures."

FE Week will continue to look at the salaries paid to executive positions in the FE sector.

See the top salaries in full on the *FE Week* website at: http://www.feweek.co.uk/index.php/2011/09/15/fe-week-you-decide

Some reader comments from www.feweek.co.uk

Richard Allinson said: "Is running C&G more difficult than running the country? Many of us would need much convincing that it is, I think. So why do they need 7 people paid more than the Prime Minister. Removing these costs would enable them to cut nearly 1.5% off their prices, with benefits throughout the education sector, especially FE."

Riaz B said: "Well done FE Week, it's about time we looked at the costs along the whole production line of FE / education. This should get a few feathers ruffled."



Adam Betts said: "Pretty loose definition of a charity. 'Charitable' legal entities are abound in this sector, even consultancy firms have this status. A nice way of avoiding various taxes, and a great way of 'reinvesting any surplus' back into the business – i.e. the salaries of senior management."

Warren C said: "In agreement that it doesn't feel like these salaries are in line with the organisation's 'charitable objectives', but I think you'll find that other recognised national Charities also pay their staff high wages. The public's perception of 100% of charitable donations going to the 'cause' is far from the reality."

Frank Tiippn said: "Who actually decides on the salaries of these people? The money is coming out of the public purse so where is the accountability?"

Anonymous said: "With all this dosh, perhaps they should be called City & Gilded! It's a bit sordid; A public money gravy train and profiteering wrapped up as charity... how much extra money could be spent on students and colleges if City & Guilds wasn't such a commercial organisation? I look at these salaries, and I get a bad taste in my mouth."

Submit a comment on www.feweek.co.uk for a chance to win an exclusive contributor mug

AoC research finds half let down by careers advice

Nick Reinis

@fenickr

Calls are being made for guaranteed face-toface careers guidance in the wake of a startling report.

Research released today by the Association of Colleges (AoC) shows considerable confusion among young people about post-GCSE options.

The study, released to mark the start of Colleges' Week, found half of pupils do not feel they have received enough advice from their school or academy in planning future careers and that only half receive advice from a specialist advisor.

It comes in the wake of the government's planned changes to create a National Careers Service by April.

Schools will be given duty to offer careers advice to their pupils - with the emphasis on how it is conducted, in their hands.

However, Joy Mercer, Director of Education and Policy at the AoC, said: "The research highlights the confusion among pupils about post-GCSE options.

"They are having to make serious decisions which will significantly impact on their futures, without enough information about the choices available to them."

She added: "Young people deserve to know

about all of the post-GCSE options available to them and their peers – including apprenticeships.

"These results suggest guaranteed face-toface guidance from an independent source would be preferable to asking schools and academies to be the primary source of advice."

A spokesman for the Department for Education said: "From September 2012, schools will be responsible for securing access for their pupils to independent, impartial careers guidance.

"They will be free to determine how best to do that, including through engaging with external providers of face to face guidance."

The AoC study involved interviews with 500 pupils, aged 14 and currently studying for GCSEs.

It found while 63 per cent of young people are able to name A levels as a post-GCSE qualification, few can name any other available choices.

Only 7 per cent of pupils are able to name apprenticeships as a post-GCSE qualification, while 26 per cent could name NVQs, 19 per cent named BTECs, nine per cent identified diplomas and only three per cent named foundation learning courses.

Read more online @ www.feweek.co.uk

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FE Week profile

Dan Taubman ~ his story

Janet Murray

@jan_murray

Senior National Education Official FE and Lifelong Learning at the UCU talks to FE Week

The best career decision Dan Taubman ever made, was "not becoming a principal." When the Inner London Education Authority (ILEA) was abolished, where he had worked in adult education for more than 15 years, going into college management seemed like a natural progression.

But he was "lucky," landing the job of union official for further education at the National Association of Teachers in Further and Higher Education (now the University and Colleges Union (UCU) as a result of a merger with the Association of University Teachers), where he has worked ever since.

"I would have had to go along with a lot of the crap that senior managers had to take, the constant switching of policy, of new fads and flavours every time you get a new minister," he says. "Not becoming a college manager allowed me to keep my principles."

This unrelenting regard for what is right and just has underpinned everything Taubman has achieved during a career in FE spanning more than 35 years, a quality he feels he gained from his socialist parents who had "faith in humanity" and a belief that "people are basically good and everybody's got something worthwhile to offer"

Born in Rochdale in 1947, Taubman describes his childhood as "firmly middle class." His parents, both from Jewish backgrounds - although this was much more "cultural than religious," he says - were well travelled and politically minded. He passed the 11 plus with ease and went to the local selective grammar school.

But despite his happy childhood, Taubman was desperate to move London. At 18, he started a degree at the London School of Economics (LSE), but in the first year of his studies, was involved in a serious motorbike accident. He suffered a bad break to his leg – an injury that has continued to cause him pain and discomfort – which meant months away from university and having to start his degree all over again.

It was a "life changing" incident and as well as suffering post-traumatic shock at the time, Taubman has experienced periods of depression throughout his life, something he attributes, at least in part, to the accident.

But despite his personal difficulties, it was an exciting time to be a student, he says. "My final year was 1968/9, which was the year of student movement and revolution and LSE was at the centre of that with the Vietnam demonstrations and occupations. At one point, we were locked out for something like six weeks."

Taubman was also on LSE's entertainments committee, which he says "provided the musical accompaniment for the revolution" and put on lots of high profile bands, some of whom, like Jethro Tull and Fairport Convention went on to hit the big time.

After his degree, he started a PhD at LSE "not really knowing what it meant or what I was going to do," funding his studies through part-time FE teaching.

Taubman never finished the PhD, stopping when the government funding dried up and drifting into a job as an adult education outreach worker for ILEA, one of 11 new jobs created in response to the 1973 Russell Report, which proposed adult education for all and more engagement with local communities.

Working through tenancy organisations, housing groups, community nurseries and simply knocking on peoples' doors, Taubman and his colleagues began to build up a picture of what was needed in their communities (in his case, the notorious Ferrier estate in Greenwich, which has since been pulled down). "I worked with people on that estate for two years before I put on a single course," he says. "And there were no performance indicators or anything like that...nothing like there is now."

"Not becoming a college manager allowed me to keep my principles"

By 1986, Taubman had become a senior manager and vice principal of a large adult education college in Southwark. At the same time, he was DJing at a nightclub in north London (he later DJd for Napthe functions and discos) and helping to set up a housing co-operative where he and his wife still live, intriguingly, in separate flats joined by a garden. "We weren't living together when we joined the co-operative, so we each got our own flat and it just stayed like that. Like any relationship, you have your ups and downs and it takes a hell of a lot to work through those, but having one space you can escape to helps. I guess at some point we will live together, but we're happy for now."

But while there were many personal highlights in the late 1980s, professionally things were dire. After a long battle to save ILEA, it was abolished in 1990 and the demise of "everything we had spent ten years building up" was a very dark time for Taubman.

After taking voluntary severence, he toyed briefly with the idea of an MBA before settling on an MA in personnel and human resource management at Middlesex University. He joined NAFTHE in 1993 as further education official where he has been ever since, bar a secondment to the DfES to help with policy development.

While things had been tough under Thatcher, by 1997 things had begun to open and, in the early days, New Labour brought "many good changes," he says. But there were also flaws.



"One was the way that learning, and particularly adult learning was more and more subsumed into economic and skills arguments. It was all about supporting the economy and new skills – not that one rejected these arguments – but we always maintained that there was something more to adult learning than that. It should be about liberation, empowerment and equality and a lot of that got lost."

"if this guy, who has a lot more against the British Empire than I do, can accept an honour, I think it's ok for me... and frankly going to Buckingham Palace was a gas"

He has been "pleasantly surprised" by the new Coalition government's approach to FE "which has given it slightly more respect than it has had of late" and the FE minister John Hayes's promotion of the role of further education colleges, although some of his ideas are "a mite strange," he says. "He [Hayes] goes on about the aesthetics of craft and trying to recreate some turn of the 20th century concept of apprenticeships. Now there is something in that, but there is a bit of the rose-tinted glasses about it, which leaves out the politics."

But Taubman is not so complimentary about

the education minister Michael Gove and his approach to 16-19 learning, which he believes is "trying to turn the education of young people back to some fantasy of the 1950s." In concentrating their efforts on A levels as "the elite qualification for university" as well as apprenticeships, the government is in danger of creating an "overlooked middle," he says.

He talks frequently of "working class values" and "threats to working class communities", but given his own background, can he really profess to understand what this means? Yes, he says, and this is probably down to his upbringing. "My parents didn't have airs and graces, had friends throughout society and they taught me how to listen."

His services to education were rewarded with a MBE in 2009, which caused "great hilarity" at UCU, he says. "It's not often trade union officials get honours, so there was quite a bit of carping, most of which probably didn't come to my ears. I was nicknamed Lord Carlo, after Carlo Street where our new head office is."

But not everyone was pleased, including one colleague who said he shouldn't accept the MBE. The tipping point, he says, was hearing about a colleague who was Indian who had helped establish the Indian Workers' Movement. "He had accepted an OBE and I thought: if this guy, who has a lot more against the British Empire than I do, can accept an honour, I think it's ok for me...and frankly going to Buckingham Palace was a gas. Let's face it, I'll never get invited again."

FE Week expert

Let's talk about sex



Young people are full of contradictions.

Confident, yet uncertain. Outgoing, but easily embarrassed. Streetwise, yet naïve. Talk to them about S E X and all their contradictions all roll into one.

At a time when UK teenage pregnancy rates are the highest in Europe - in England alone 90,000 girls and young women under 19 get pregnant every year - and the incidence of

sexually transmitted infections are increasing, someone needs to talk about "it". But who? The obvious answer is parents. Research by the Sex Education Forum (2011) supports this, finding that young people say that parents are an important source of information about sex and relationships. Research also shows, however, that parents underestimate just how much their children want to communicate with them - two-thirds of parents believe their teenagers have no desire to discuss sex with them.

If parents are unable, or not willing, to talk to their children about sex then someone else has to. That "someone" is often to be found in a college or training provider. A colleague recounts a story of how a first year engineering student dropped his trousers in front of her and the full class so that she could determine whether or not he had "VD". Unphased, but unqualified to comment she calmly asked him to zip-up and referred him to the college nurse. Such stories are not unusual.

Young people place an enormous amount of trust in those they see as being in a position of responsibility. How far this responsibility can be taken without guidance and resources is, perhaps, a different issue. A recent survey by EMFEC as parts of Sexual Health Programme with Colleges in the East Midlands, identified that 48 per cent of FE staff were not aware of any guidelines for staff involved in providing

sexual health information to students. Supported by the East Midlands Strategic Health Authority, the survey also found that 59% of providers did not have access to an on-site health professional. Encouragingly, 76 per cent of those surveyed knew where to refer a young person if there was no on-site provision.

Regardless of any social or moral obligation to ensure that young people in colleges and other provider organisations are given the best advice possible, there is a strong business case for doing so; recognition in the Common Inspection Framework, for example, that attendance, retention and achievement improve when learners are healthy. Sex and Relationship Education (SRE) also enhances the overall quality of provision and reflects favourably on Leadership and Management in terms of safeguarding.

It is clear that some form of sexual health provision in provider organisations offer young people flexibility, convenience and support which benefits both the individual and the provider. At a time when there is a shake-up of the NHS and public sector services face financial cutbacks the extent to which providers can address the sexual health needs of their learners is uncertain. What we can do, however, is to advise, provide guidance and know where to refer young people for professional help.

Paul Eeles, Chief Executive, EMFEC www.emfec.co.uk and tweeting as @pauleeles

Sex ~ *did you know?*

A UK Youth Parliament survey found just 49 per cent of young people knew where their local sexual health clinic was.

Between a quarter and a third of young people have heterosexual intercourse for the first time before they are 16.

The UK has the highest rate of teenage pregnancies in Western Europe and in England in 2009 the rate of conception for girls aged 15-17 was just 38.2 per 1000.

49 per cent of the under-18 conceptions, and 60.2 per cent of the under-16 conceptions ended in abortion.

Young people aged 16-24 represent 12 per cent of the population and they account for more than half of all new STIs diagnosed in the UK.

In 2008 the 16-24 year age-group accounted for:

- ~ 65 per cent of new Chlamydia diagnoses
- ~ 55 per cent of new genital warts diagnoses
- ~ 47 per cent of new gonorrhoea diagnoses
- ~ 44 per cent of new genital herpes diagnoses ~ 17 per cent of new syphilis diagnoses

Sexual abuse is the fourth most common reason given for calling Childline.

Source: National Children's Bureau (NCB)



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FE Week expert

August riots ~ more fall out for further education colleges?



As half of the 1,700 people arrested after the August riots were under 21, colleges may find that some of their students or applicants were involved. Can colleges take action regarding misconduct occurring outside their premises? Should they do so?

Can you take action?

Colleges can "police their own gates" and take action under their procedures for misconduct occurring outside their premises provided the misconduct is a breach of the relevant procedure. Such procedures may include discipline, admission, enrolment, fitness to practise, safeguarding and fitness to study. Whichever procedure is used it must have been incorporated into the terms of the contract between the student and the college by being brought to the student's attention at or before enrolment.

'If the college considers that the student poses an unacceptable level of risk then it may be appropriate to consider suspending the student as a neutral interim measure."

Can you find out about convictions?

Most colleges' application forms require an applicant to reveal unspent criminal convictions. But what if the student was charged or convicted after applying but before enrolment? If the college has a procedure requiring students to disclose any unspent criminal convictions

occurring after applying any breach of this may justify the college taking action. But even if a conviction is revealed the college will need to consider whether it is appropriate for such action to be taken.

Why might you decide to take action?

The college may consider that it is reasonable to take action because there has been a breach of its code of conduct or damage to the college's reputation. The college may also find it is under an obligation to undertake a risk assessment. This should focus on whether:

- the student poses a level of risk to the health, safety and welfare of himself/herself or other staff and students, and
- whether that risk is capable of being managed (for example by the imposition of conditions such as regular reporting to a senior member of staff).

In respect of some professional courses the college may have to report to the relevant regulator any issue over the student's fitness to practise the occupation concerned.

"A "one size fits all" approach is not appropriate - different colleges may take different approaches depending on their mission and resources."

Why might you decide not to take action?

If there are ongoing criminal proceedings the college may feel it should suspend taking any action until the outcome of the proceedings is known. However, if the college considers that the student poses an unacceptable level of risk then it may be appropriate to consider suspending the student as a neutral interim measure.

Sometimes the police may ask the college not to take any action whilst their investigations are proceeding, for example to prevent tipping off. The college should normally accede to such a request.

Can colleges take different approaches?

A "one size fits all" approach is not appropriate - different colleges may take different approaches depending on their mission and resources. Devising procedures which are transparent, fair and robust and drawing these to applicants' attention at the beginning of colleges' dealings with them is vital to ensure that colleges may take action if they consider it necessary to do so.

Trish D'Souza, Solicitor, Eversheds LLP trishdsouza@eversheds.com

FE Week expert

Lambeth College use partnerships to crack the employability challenge

As young people struggle to enter the labour market, colleges and other providers are doing all they can to help their students become more employable. But what if the employers won't play ball?

Furious debate continues around what triggered the summer riots and how to prevent further unrest – too often generating more heat than light. Meanwhile, evidence of how to create the necessary new social networks and pathways for young people at risk of disengagement has seemed beyond our reach – until now. Through recent partnership work where we have effectively handed control over to the young people to find or create their own work experience, I would argue that Lambeth College has cracked it.

Our work shows that progress cannot be made without working with other organisations, taking a new approach which is about much more than qualifications. It also shows that the problems are not all with the young people employers themselves are woefully lacking in those essential social networks and pathways. For many years the emphasis has been on getting a better qualified workforce and millions of learners at all ages now have certificates which recognise their skills. But this is not enough: research among employers showed us that they also want evidence of "employability", by which they mean having the drive to succeed, the persistence to get the job done and being able to relate well to other people.

But while they are prepared to take a degree as proxy for these characteristics, they do not see the same qualities in an FE qualification; so our challenge was to give employers evidence that our young people can hold down a job. Using a small grant from the *Learning and Skills Improvement Service*, we joined in a project with Participle, the third sector organisation which works with socially excluded adults who have difficulty finding work. They had found that it was not always lack of qualifications that prevented adults from getting employment but lack of useful social networks.

People who come from families with few social contacts and little experience of employment are not likely to be familiar with the skills and attitudes expected in the workplace. Similarly, students from areas of high unemployment and social exclusion, and who have had very little work experience, will also find it more difficult to become familiar with employability skills. Moreover, they may have the added burden of being judged by their postcode: if they come from an area with the stereotype of gangs and worklessness, they will be assumed to have



low employability skills.

Our students needed a transforming experience that went outside the classroom to develop their skills and attitudes and show them new ways to contribute to their own success. Groups of BTEC students were set a challenge to design a project that would spend up to £1000 on getting their own work experience.

After four weeks each team had to present their scheme to representatives of the College and Participle and the winners would get the cash to put their ideas into practice. For example, a group of Health and Social Care students saw the opportunity to improve their own chance of employment while designing a process that could exist beyond their time at college. They set up a database of local employers willing to offer "bite-size" work experience opportunities and showed how this could be linked to a range of resources to include a text alert service, social networking to promote work experience, career events and open days.

The students were overwhelmed by the positive response from many employers, who were impressed by their enterprising attitude and were keen to give encouragement. The students also recognised the effects that being forced to go outside their comfort zone and work with people outside the college had had in building their own self-confidence. One told me: "I am usually very shy but I know now, thanks to the challenge, that I can do things I never thought I was capable of."

And this work revealed something else about local employers that really gave us food for thought. Just as local jobseekers suffered from poor social networks, so did many small businesses. Family enterprises with little understanding of how to market their business and recruit the people they needed failed to thrive and often collapsed when the original owner retired. However good our students' employability skills become, they will not get jobs unless local enterprises prosper.

The FE sector could be doing a lot more to help local business. Talking to employers showed that we are a trusted institution and we could become a place where people go to get a lot more than qualifications. As both local and central government become commissioners rather than suppliers of services, colleges could become a hub for local businesses where they can build networks, develop their skills, thrive and provide employment opportunities for their communities.

Richard Chambers recently retired Principal of Lambeth College

FE Week expert

Managing the college reputation



T he one major problem with burying your head in the sand ... it raises your backside in the air. This provides a perfect target for people to start kicking it – and you don't get to see them coming.

PR is always going to be a balancing act between selling your successes and dealing with your critics and, as channels of communication expand, it's not just the press you have to woo, it's also the man in the street - who has access to Facebook, blogs, Twitter etc. Fortunately, the rules of engagement are the same in all cases – stand up, be honest, be open, defend yourself but never get defensive.

"The one major problem with burying your head in the sand ... it raises your backside in the air."

I use the phrase "rules of engagement" deliberately; engagement is the key. If you're dealing with public criticism, be it online or in the press ...get involved. We are all going to have problems at some point, your aim, in cases where you have no way to defeat the problem, is to come out the other side leaving the impression that you were honest, accepting and working to improve. The idea of a "good loser" is ingrained in the British psyche – you may come out with a bloody nose but if you fight like a gentleman then that's part of what people will remember.

Engagement is not just about dealing with the negative. Don't hold back, get out there and proactively engage wherever you can, invite both friend and foe to converse – and do it in public. In the long-term your reputation will

be enhanced – and your backside will be much less of a target.

So here's my top five hints for dealing with PR, from an institutional basis:

1. Engage

Don't just push your stories, get involved in the conversations, lead the discussions on LinkedIn, talk to your customers on Facebook, comment back on newspaper articles that are online. Make your voice heard as a conversationalist – and that means ...

2. Listen

Find out what people are saying about you. Set up social monitoring on the web (it's easy and cost-free), listen in the bars and on the streets. Mix it with the gossips. Then get back to point 1.

3. Use your people

PR is not a single department; it's everything and every person in your company. Get them on board and use them to take part in point 1 and point 2.

4. Use your students

Not a phrase you want bandied around in the wrong way ... but your students are your best PR – recruit the ambassadors and set them free, make sure the rest are happy and they'll perform all the PR you need.

${\bf 5.\ Promote\ quality\ internally.}$

This is a big one; marketing and PR has positive effects on the quality of your institution. Feel the power - and use it to make things better.

Harry Greiner Head of New Media at City College Norwich

FE Week agitator

Please, don't get me started on Colleges Week. Oh, go on then



Thate Colleges Week. Colleges hate Colleges Week. Journalists hate Colleges Week.

Colleges Week (26 September to 2 October) interrupts the genuinely good stuff that colleges do. It's a constipated, false celebration, where some group of individuals as well as the AoC and 157 Group and goodness knows who else decides to tell colleges what they will be celebrating, what to push, what to say in their press releases and generally take up the valuable time of lecturers, support staff, employers and learners.

The bold statement on the Colleges Week website is particularly grating, it says: "Colleges Week 2011 has one clear aim – to help YOUR college connect with the communities it serves and reach out to unfamiliar or new audiences, boosting your profile to promote the benefits of college education."

So, for just one week a year YOUR college needs help connecting with its community. What does it do the rest of the year? Does it ignore its community? Does it ignore funding streams, take enrolment lightly and wave away its student targets?

Profile boosting – if your college's profile needs boosting, why not have a word with your mar-

keting department and ensure you profile is boosted all year round, instead of just one week in the autumn term?

The Colleges Week PR blurb explains that this year 'Colleges Week is being held in the run up to WorldSkills London 2011 to deliver maximum impact'. Right, so, it won't be overshadowed then, by skilled learners displaying world-class talent and exciting competitiveness in an international setting? Or by the massive marketing spend that the WorldSkills team have had to throw about, ensuring that media coverage will be the best skills coverage that money can buy?

Colleges don't get funding for Colleges Week. How in a professional, serious marketplace can Colleges Week exist?

Perhaps we should have Courts Week. We could get legal firms to take a week out of their year to encourage more litigation, they could have limited BOGOF offers like... buy one industrial tribunal get another free!

Colleges should be using their marketing plans to inform their business planning and building properly costed operational plans to help meet their targets, service the needs of their communities and grow their business. This sort of ad hoc celebration with dictated themes is costly, and the return on investment is arguably poor.

The PR company 'supporting' the initiative will no doubt submit a hefty report, stating column inches gained, air time achieved and yadda yadda yadda, and tell us succinctly how very successful they've been using some kind of industry standard metrics.

But what they won't tell us is how much valuable PR colleges get themselves anyway, despite this false celebration, or how much additional money colleges have had to fork out because of it. The won't tell us how many college 'man' hours have been taken up, and, how many lessons or training sessions have been disrupted to prove that Colleges Week is worthwhile and is a glorious success.

I'm not a fan of VQ Day either, but compared to Colleges Week it's a welcome blessing!

uesdav 8th November, Nottingham

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- The new inspection framework
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FE Week explores...

When FE colleges choose not to call themselves 'colleges'

Nick Summers

@SummersNicholas

ome say it is a source of pride, while Others say it has become ill-defined and devalued.

Regardless of which view is right and which is wrong, the use of the word 'college' is sparking debate in the further education (FE) sector.

This academic year, West Nottinghamshire College became the latest FE institute to rebrand without the word 'college' in its title.

The college made the change on September 1 to publicly be known as Vision West Notts and it will continue to phase in the new identity over the next 12 months.

"This is not about devaluing the word 'college'...we [Vision West Notts] still refer to ourselves as a college in literature targeted at our students."

Louise Knott, Director of Communication, Marketing and Learner Engagement at Vision West Notts, said the rebrand is designed to reflect the diversity of their services.

She said: "We are a large employer, a £50 million business, an exceptional college and training provider and run successful subsidiary companies such as bksb, Safety Plus and Vision Apprentices. Our new identity reflects the entirety of what we do."

Vision West Notts is still legally known as West Nottinghamshire College and has not entered the legal process needed to change its

Miss Knott said they are not looking to devalue the term 'college' in any way. She said: "We are immensely proud of being a strong college and our principal is a powerful advocate for the colleges' sector on the national

"This is not about devaluing the word 'college' and in fact, we still refer to ourselves as a college in literature targeted at our students."

Miss Knott said students and staff feel "very proud" to be a part of the college's new image, which she believes is partly because of the new name's subtlety.

"Many local people, particularly students, already refer to us simply as West Notts.

"Therefore from an identity point of view, we felt it was important to retain this in our name," she said.

However, David Shuttleworth, Head of Learner Recruitment and Directorate for Curriculum and Innovation at Petroc, believes the term 'college' is "a bit ill-defined and deval-

Petroc changed its name following a merger between North Devon College and East Devon College in 2008.

"We're [Petroc] clearly differentiated from the competition and that's increasingly important in a crowded, competitive marketplace."

The new identity came after some of the funding North Devon College received from the Learning and Skills Council was ringfenced for rebranding.

Mr Shuttleworth, who managed the rebranding process, said he was aware many schools in his local area were starting to use the word 'college' in their names.

He said: "The word 'college' is used so widely that it's become a bit ill-defined and

"We're clearly differentiated from the competition and that's increasingly important in a crowded, competitive marketplace."

The rebrand was initially seen as controversial and received a huge reaction on newspaper and social networking websites.

However, the college later won two Transform Awards for the rebranding project in

As such, Mr Shuttleworth said the new image has been "liberating" for Petroc.

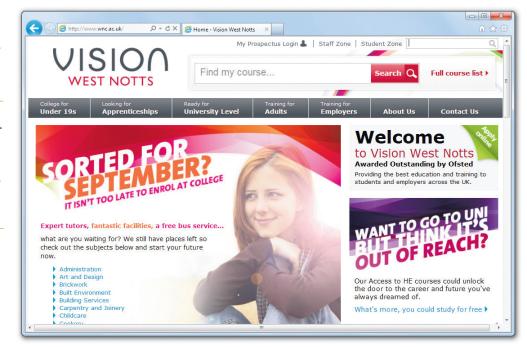
He said: "Together with the rebranded identity, the name allows us to present ourselves as the inspiring, bright, challenging organisation that we know we are."

Ben Verinder, Communications Director at the Association of Colleges (AoC), believes there is a significant amount of confusion regarding the use of the term "college".

"Even though all of our [AoC] research shows that there are signification issues with the term college, it is still actually a valuable marker"

Research conducted by AoC and ICM Research this year has shown just under 75 per cent of the general public think Trinity College Cambridge, part of Cambridge University, is a further education college.

"I wonder whether that (confusion) has been influencing colleges' decision to change what they're referenced as," Ben said. He also



The recently rebranded website for what was called 'West Nottinghamshire College'

stressed many principals and members of AoC still believe the term "college" has value. He said: "It's an on-going debate. Even though all of our research shows that there are signification issues with the term college, it is still actually a valuable marker and therefore it's still got quite a lot going for it - even though the general public has some confusion about

NCG, which comprises of Newcastle College, West Lancashire College (formally Skelmersdale Ormskirk College) and the Intraining Group, has taken a different approach altogether.

"NCG is a unique organisation within the education sector and steers the strategic direction of the group."

The organisation rebranded their trading arm in 2009, and chose the word NCG because it "represented and reflected all three divisions."

Unlike Petroc and Vision West Notts however, NCG decided to retain the original titles for each of their three educational providers.

This is because NCG believes students still respect and identity the branding of each individual FE provider, including the use of the term 'college'.

Caroline Anderson, Head of Communication at NCG said: "We serve thousands of learners and employers each year through our three highly successful divisions.

"Learners choose to come to either one of our colleges or Intraining based on the excellent reputation that each division has built independently."

She added: "NCG is a unique organisation within the education sector and steers the strategic direction of the group.

"It is recognised on a national platform and combines the strength and expertise that exists across the three divisions."

Petroc, NCG and Vision West Notts have taken vastly different approaches to their branding, and have also chosen to drop the word 'college' in contrasting and often unorthodox ways.

In tough economic times FE providers will continue to look at how they can differentiate themselves from their competitors – including name changes and branding.

The effect this is having on the term 'college' and its perception both to students and professionals in the sector remains unclear.

But what is clear, however, is that the word 'college' is no longer being used coherently in the education sector.

This begs the question - what's in a name?

What do you think?

Is the term 'college' devalued and ill-defined? Or is it essential to help differentiate from competitors?

E-mail your thoughts to news@feweek.co.uk, write on our Facebook page or contact

us via Twitter on @FEWeek.

From this







To this

PETROC

From this



To this



One 'group' identity, and three divisions About NCG Divisions Media Centre Partners Contact NCG with their own individual identities About NCG Divisions Media Centre Partners Contact NCG We work with local and national employers across all sectors, delive accredited training that focuses on practical, realworld competence



40,000 learners, over 3,300 staff, across three divisions at over 100 sites, to form one of the largest education, training, and employability organisations in the UK. We work with local and national employers across all sectors, delivering We believe that one of the best ways to achieve first class accredited training that focuses on practical, realworld competence. skills, employability and training solutions is through the

FE Week thought that NCG stood for Newcastle College Group, which seemed to be the case based on their website in June 2011 (see above). Yet, when this was pointed out (after NCG said it was incorrect to refer to them

as Newcastle College Group) their website was immediately revised (see right).

NCG aims to develop people through learning and achievement for the benefit of themselves, society and the economy. Our focus is on meeting national and regional education, skills and employment goals for individuals and employers in line with Government priorities.







The Newcastle College Group (NCG) brings together over

formation of strategic partnerships with forward thinking organisations who share our vision and passion for outstanding education and training. We have already began

this journey.





FE Week gets technical

FE Week brings you, on one handy pull-out, the second Lsect 16-18 college recruitment research findings.

Download the full survey spreadsheet from www.lsect.com/16-18-recruitment-survey-2011_v2.xls

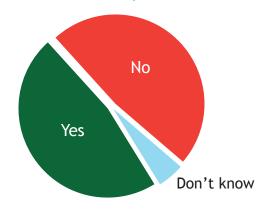
Lsect 16-18 year-old recruitment survey

Week commencing 12th September and again 19th September

Learning & skills ~ events, consultancy and training Survey of member colleges

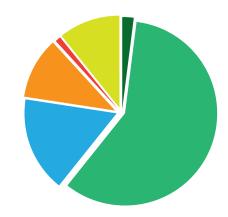
Questions from the second Lsect survey:

1. Did you complete the first survey?



2. Since last week 16-18 recruitment has

Improved a lot	2	2%
Improved a little	60	59%
Not improved (stayed about the same)	17	17%
Got a little worse because of withdrawals	11	11%
Got a lot worse because of withdrawals	1	1%
Not applicable, as were on or above target	11	11%



Lsect first survey results (conducted 12th and 13th September)

Colleges	Total	Target	Actual	Performance	Performance
FE colleges	85	214,888	195,843	-19,045	-9%
Sixth form colleges	20	30,119	28,845	-1,274	-4%
All	105	245,007	224,688	-20,319	-8%

Lsect second survey (conducted 19th and 20th September)

Colleges	Total	Target	Actual	Performance	Performance
FE colleges	82	187,595	181,708	-5,887	-3%
Sixth form colleges	20	27,835	27,707	-128	0%
All	102	215,430	209,415	-6,015	-3%

Forecast of 16-18 year-olds living in the UK

Source: Office for National Statistics

Year	2011	2012	2013	2014	2015
16 year-olds	738,031	733,707	738,765	719,600	707,334
17 year-olds	760,092	743,841	739,454	744,452	725,222
18 year-olds	781,825	769,608	753,270	748,784	753,636
Total 16-18	2,281,959	2,249,168	2,233,502	2,214,850	2,188,207
Reduction per ye		-32,791 -32,791	-15,666 -48,457	-18,652 -67,109	-26,643 -93,752
Reduction since 2011		-1%	-2%	-3%	-4%





4th National Conference

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Dr Susan Pember

Director, Further Education and Skills Investment, **Department for Business, Innovation and Skills**

Simon Waugh

Chief Executive,

The National Apprenticeship Service

Michael Davis

Chief Executive,

UK Commission for Employment and Skills (UKCES)

Sajid Javid MP

Parliamentary Private Secretary,
John Hayes MP, Minister of State for Further Education,
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Diploma in Access to HE Funding Summit 18th October 2011 ~ London

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Simon Hughes MP confirmed

Deputy Leader of the Liberal Democrats and serving as the Government's Advocate for Access to Education

Liam Burns confirmed President of the NUS

Who should attend?

- Senior and middle managers (Finance, Data, Curriculum) in colleges and other organisation with an interest in the future of Access to HE
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Find out more and book your place at www.lsect.com

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FE Week campus round-up

Central Sussex College redevelopment on-time despite 'batty' resident!



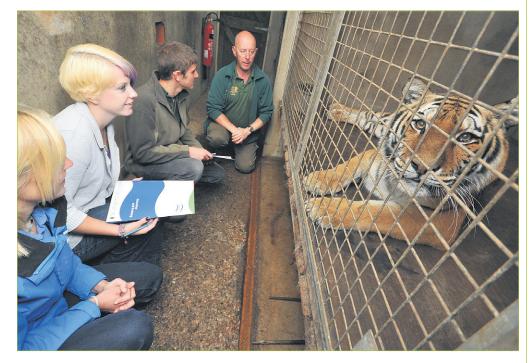
Work on the final phase of the redevelopment at Central Sussex College's Sixth Form Haywards Heath campus is now well underway, despite the best efforts of one campus resident – Plecotus Auritus – AKA a brown long-eared bat!

Mansell Project Manager, Kevin Spreyer explained: "Mansell has been working closely with College staff to ensure the building work is completed on time, despite the setback.

People may find it staggering that one bat can effectively cause a 70 tonne piece of machinery to grind to a halt, but it is important they are protected."

This final phase of the £30 million campus redevelopment is due for completion during the 2012/13 academic year. New facilities will include science laboratories, classrooms, a music suite, learning resource and IT centre, four court sports hall and a new reception area.

Students are 'wild' for Bicton College



Bicton College Animal Management students were involved in a code red drill practice on their course induction day at Dartmoor Zoo.

The total lockdown, triggered if one of the zoo's dangerous animals escapes, was part of the induction training for staff and students involved in a new course based at the zoo starting next week.

The students, who will have weekly work experience at the zoo, spent the morning getting

to know the site, with introductions to the tiger house and Meerkat Park.

Sue Merrett, Bicton College Academy Head, says, "This has to be the most exciting course for anyone interested in a career in animal management. Students will get practical, hands on experience of working with and observing exotic species."

Photo shows: Caz Addy Lecturer, Dartmoor Zoo Head Keeper, Mike Downman and students.



Walford & North Shropshire plough-a-thon

Walford and North Shropshire College agriculture students had marathon expectations when they set out to plough over 80 hectares in their 24 hour ploughing marathon.

The students enjoyed the event and took great delight in judging the quality of each other's ploughing. Student Ollie Owen said: "It was a good day, we had some fun and covered a lot of ground." The students performed so well that extra ground had to be opened up to ensure they kept going for 24 hours.

Jon Parry, Director of Walford, said: "This is a great example of students taking responsibility and utilising their own time and effort to help improve the college environment. We are very grateful to everyone who helped out with this event.

The money raised will go towards supporting the RD Park Trust. A charity, set up in memory of Don Park the first principal of Walford College which offers financial support for study trips and educational tours.

Prime Minister enjoys a 'builder's brew' at Abingdon & Witney College



Prime Minister David Cameron, MP for Witney in Oxfordshire, officially opened Abingdon and Witney's Construction Skills Centre 'Avenue One'.

The Centre was established as a collaborative project by The West Oxfordshire Learning Partnership - a partnership between the college and local schools.

Mr Cameron said that 'Avenue One' was "an excellent example of a partnership project" and praised the efforts of the staff involved in getting the centre up and running.

Once the formalities were over with, the Prime Minister enjoyed a bacon roll and a mug of coffee while he chatted to staff and students.



Principal at Vision West Notts says 'thanks a bunch'

Vison West Notts (formally West Nottinghamshire College ~ see page 8) has unveiled its latest state-of-the-art teaching facility.

'Create' - the college's £5 million creative arts centre - opened its doors to eager students earlier this month.

The flagship building provides media, music and performance students with industry-standard equipment and resources including workshop and rehearsal space, television, radio and digital recording studios, multi-media, animation and video editing suites, a commercial software training centre, performing arts and dance studios and a 150-seat performance theatre.

Create is the first phase of an ambitious £24 million redevelopment plan by the college.

Oooh la la at South Cheshire College



A trio of college French students who are university bound boosted their language skills by working in a French hotel over the summer

Jasmine McNulty, Aine McTiernan and Katie Bliss teamed up with staff at the Cevenol Hotel in the town of Millau near Montpellier in the South of France.

The group spent several weeks at the hotel and were tasked with a range of duties and also bolstered their speaking and communication skills by talking daily to staff and customers in French.

Jasmine (pictured), 18, of Crewe, who is off to study French at Sheffield University, said: "I had an absolutely fantastic time in France and it has improved my French massively."

She added: "The work itself wasn't difficult but the whole purpose of the trip was about using French every day in a completely new environment."



Warwickshire College Blacksmith Champion

Michelle J Parker, an artist blacksmith and lecturer at Warwickshire College has won the title of 'World Women's Blacksmithing Champion' at the 'European Biennial of the Blacksmiths' in Tuscany, Italy.

The competition attracted blacksmiths worldwide who came together to exchange ideas and innovations, but most importantly, to compete for the coveted championship titles.

Michelle is the first woman in 600 years to be made a Fellow of the Worshipful Company of Blacksmiths and it was they who sponsored her to enter the competition.

Michelle said: "I am delighted to have won my category of the competition. The competitive pressure was intense and it was magnified by only having three hours in which to work."



From Bournemouth & Poole College to C4's Hollyoaks Community College!

Watch out this week for Bournemouth & Poole College's (BPC) performing Arts student Tammy Payne who's landed a front line role in the Channel 4 soap opera Hollyoaks.

Tammy, who left BPC to go to drama school in London and was always regarded as an exceptionally talented student. It came as no surprise to college performing arts lecturer Victoria Clark that she had the star quality to impress casting experts in the entertainment industry.

Victoria said: "The Performing Arts staff team are incredibly proud of Tammy and her achievements, she is a hugely talented all round performer and was a straight distinction student who worked incredibly hard during her time here.

"It is no surprise to us that she is doing so well - she was always one to watch! We wish her every success in her future career.'

Tammy takes on the role of a new character Annalise, but as usual with soaps the plot is a closely guarded secret. It isn't a secret that her appearance comes in the week of her 22 birthday!

Plymouth College's Chinese students meet sailors before capsize!



City College Plymouth's Chinese foundation students were given the opportunity to meet the competing Chinese team at the America's Cup World Series – a week-long international sailing regatta televised to millions of people around the world.

The students were given an insight into the planning and training involved in sailing the 45-foot wing-sailed catamaran. It is a good job that the students didn't go for a sail in the

vessel. Later, the China Team suffered damage to their wing from a spectacular capsize.

"Unfortunately the way the boat landed, the wind got under the wing and caused more damage. The boat then flipped over and over going downwind, from stern to bow, which was pretty exciting," said Will Howden, a crew member on China Team. "A pretty nasty one but everyone is OK and that's the main thing."



West Cheshire College break world record for most Mohican haircuts in a room

West Cheshire College has broken the world record for holding the most Mohican haircuts in a single room.

Hairdressing students were at the new Ellesmere Port campus to help create the iconic cuts and set a new world record of 109 people.

Staff and students recorded the achievement in front of an official adjudicator from the Guinness Book of World Records.

Jack Brockband, an official Guinness World Record adjudicator who presented the College Principal Sara Mogel with the world record, said: "I think it was a fantastic way of getting all the students involved in a Guinness World Record attempt.

"The attempt is up there with one of the most unusual that I have adjudicated, everybody has been a really good sport today, there has been a constant queue for Mohicans as people have been happy to get involved."

Other record breaking attempts held at the college include the highest number people dressed as a sunflower in one place and the largest group of participants playing Zumba Fitness on an Xbox 360.

FE Week takes the helm at the Eastern Daily Press

On Monday Nick Linford, Managing Editor of FE Week, spent the day as Editor of England's best-selling regional morning newspaper. the Eastern Daily Press (EDP). Back in June, Nick successfully secured the opportunity by outbidding others at City College Norwich's Charity Auction, which raised over £40,000 for its Student Opportunities Fund.

The day kicked off with an 8am meeting with the paper's Editor, Peter Waters, who gave an outline of how the paper operates on a day-today basis. The paper employs over 100 journalists and has a daily readership of 59,000 people. At 8am the EDP's offices were slowly beginning to fill, but Mr Waters explained that it "becomes more frantic at 4pm, when we have our daily conference to finalise the next edition and prepare for print."

After an introduction to the paper it was time to set off and explore Archant's printing press, where FE Week is printed and City College Norwich in the search of some news

Once Nick had got hold of some worthy stories it was time to head back to the nerve centre of the EDP and begin to plan Tuesday's edition with their Senior Content Editor, Peter Hannam. The atmosphere was notably different in the office in the afternoon, with journalists rapidly punching away at their keyboards aiming to meet their deadlines.

At 4pm it was time for the daily conference meeting where the team discussed all of the day's news and thoughts about what should and shouldn't go to press. Nick was very keen that his stories were included in the paper. After the conference meeting and subsequent conversations with the EDP team, it was time for Nick to retire as editor of the EDP and return to London and retake the helm at FE Week.



Nick Linford and Peter Waters, EDP Editor, admiring the previous edition of FE Week



scanner appeal

us for

Getting CCN into the EDP Vocal group to

FE Week covered a number of stories at City College Norwich (CCN) that were later published in the Eastern Daily Press (EDP).

FE Week spoke to Eddy Bacon, (shown left) about how he taught himself to juggle online using a number of video tutorials available on

Find out more about Eddy and our 'FE Week and me' competition on page 20.

FE Week also visited a new radio station run by students at City College Norwich (shown right).

Both of these stories were covered by FE Week and published in the EDP.





Coffee in an FE Week branded mug a designer accessory



Our printers Archant use recycled paper that come in one ton tubes



Adam at Archant takes a sneaky peak whilst FE Week is printed

And visits entrepreneurial City College Norwich

TE Week could not travel to the east of Eng-F week could not a work to all land without visiting City College Norwich (CCN), and taking a look at the their innovative work around enterprise and entrepreneurship.

The Principal, Dick Palmer, has an innovative approach when it comes to teaching and learning, and recent developments at the college look set to transform students' learning.

Working in partnership with North Hertfordshire College, Gateshead College and New College Nottingham, the college is introducing new ways of delivering the curriculum to foster entrepreneurial skills.

The centrepiece of this work will be a dedicated Enterprise Zone within the college, which is set to open early in the new year. The College already has two 'Entrepreneurs in Residence' and is also home to student-run enterprises, including a record label and student radio station.

Dragons' Den-style enterprise competitions are already part of college life, and added impetus comes from the fact that the college is part of the Peter Jones Enterprise Academy. Employer engagement remains central to this

agenda, and the college is looking to further develop enterprise within its five other National Skills Academies (Creative & Cultural, Financial Services, Hospitality, Manufacturing and

FE Week met with Geoff Sorrell and Corrienne Peasgood, Deputy and Vice Principals, who gave us a whistle-stop tour on and off-site.



Geoff Sorrell, Deputy Principal kicks off the weekly meeting of Principalship.



Corrienne Peasgood, Vice Principal, discusses work with students with ASD.







The College's Buy and Sell Fashion Boutique, ego, models wearing fashion pieces designed by students for Norwich Fashion Week and classic designer shoes sold at ego.



15 hours later the papers are off-loaded at our London offices



Once off the lorry FE Week is posted, through a window of course



Forget 'Where's Wally', we then play spot the FE Week mugs

FE Week jobs

Advertise your jobs on our website FREE OF CHARGE for a limited period

If you're looking to fill a vacancy, then you need FE Week - we offer cost effective advertising both online and in print

You won't find a better targeted publication for FE leaders, managers and specialist support staff

Find out more at www.feweek.co.uk





Consultant

Drake Lane Associates specialise in software solutions, training and consultancy for the further education sector. Working with a wide range of organisations including all types of college, private training providers, local authorities, awarding bodies and audit companies, we are the leaders in our field.

Due to continuing growth we are now looking to appoint a consultant to work with our client base across the country. Initially the focus will be on leading 4cast software implementations, working both on and off-site with our client's management teams. However, the role will also involve demonstrations, data analysis and training clients in the best use of our software, sales follow-up.

Candidates applying for this role must have a good working knowledge of MIS in FE including data requirements, funding and external FE software (LIS, LARA, DSAT).

Although not essential, familiarity with our software - 4cast, SCORE & ADaM would be an advantage.

The successful candidate will be a detail conscious, pro-active selfstarter with excellent communication skills and the flexibility to travel extensively, staying away when necessary.

It is anticipated that this role will develop further within the general area of 'Consultancy' and the person appointed will contribute to the further development of the business

Rewards

A competitive package including salary circa £35,000 (this will not be a limiting factor for an exceptional candidate) and 25 days holiday.

To apply please forward your C.V. together with a covering letter by email to: jobs@drakelane.co.uk









Innovative Solutions for Education Management www.drakelane.co.uk



Applications are invited for the following post to be effective as soon as

Student Records/Systems Manager

(37 hours per week/52 weeks per year) Salary £43,395 per annum

We are looking to recruit an experienced individual to lead the Student Records team (including systems development, registers, timetabling and document management).

An essential part of the role is to build close relationships with the management team and curriculum managers/heads of learning and to provide them with their management information needs. In addition, there is a need to participate fully in medium and longer term planning in conjunction with the MIS Manager.

People management is an important aspect of the role particularly relating to prioritisation of workloads and individual staff development. You will manage the operational work of a team of 13 staff. The role relies heavily on knowledge of and involvement with the systems used to manage data. You will be required to constantly review the performance of the current software which includes EBS, Image Now and Proachieve as well as the database technologies behind them in order to seek out improved efficiencies and cost savings.

Suitable applicants will possess a minimum Level 4 qualification in Computing/ Business Management or related subject. You will also have experience of setting and monitoring team targets and have excellent customer service skills along with the ability to negotiate and influence a wide range of stakeholders and demonstrate excellent organisational skills.

Closing date for applications: Monday 3rd October 2011 by 10am

For an application form and further details, please visit our website at www.chesterfield.ac.uk. Alternatively you may telephone the Human Resources Section's Jobline on 01246 500588 or e-mail jobs@chesterfield.ac.uk, clearly stating the post for which you are applying. offer of employment at Chesterfield College will be subject to an Enhanced







Previsto Inspiring business. Strengthening commu

About Prevista Ltd
Prevista is a leading company operating across the capital to deliver part and fully subsidised pro commissioned by the government. Private and independently run, the company fosters a culture autonomous working, collective problem solving and creative approaches to delivery. Fast paced and flat in structure, this is an excellent opportunity for anyone who wants to shape the way we deliver our services.

Lead Assessor/Internal Verifier

We are looking for an experienced lead assessor/interna verifier in London. Working as part of the Skills team you will be responsible for leading on our internal verification, developing assessment and learning practices/materials, supporting and managing a team of assessors/IVs, and contributing to our ongoing Ofsted, awarding body and quality assurance compliance requirements across a range of projects. Ensuring continued success and growth across Prevista's part and fully subsidised work based qualifications and apprenticeships.

About you
You will have a proven track record of
achieving high success rates on vocational
qualification led training programmes, relev
teaching qualifications and assessor and/or verifiers qualifications. You will have up to date knowledge and experience of QCF and

£26k-30k + benefits

Employment Advisers

We are looking for experienced employment/IAG advisers in south London. Working as part of the Employability team you will be responsible for inducting, assessing and supporting candidates into work across a range of projects including the Work Programme. We seek individuals who have a proven track record of delivering high quality IAG, 1 to 1 support and training, developing clients personal and work skills essential in gaining sustained employment. You will be a self starter with the ability to work autonomously in order to meet targets, support people into jobs and further while in work to achieve sustained empowerment for our clients.

About you You will have a proven track record of achieving high success rates on employability programmes, getting people back to work and sustaining them in employment. We are seeking comitted individuals with relevant IAG qualifications and experience of delivering JCP, DWP and SFA programmes.

(1 x FT post and 1 x maternity cover – Jan 2012)

Sutton, South London £22k-26k + benefits

Business Development / Account Manager

Innovative B2B work based learning and apprenticeship part of a small, autonomous team you will be respons for building new, long-term lasting accounts with employers. Ensuring all their training and recruitment needs are provided through Prevista's part and fully subsidised work based qualifications and apprenticeships.

About you You will have established sector specific networks, a vibrant mix of current relationships with employers and access to a wide range of intermediary organisations. A confident self-sourcer, you will find the majority of your own leads and be a first class networker utilising various contacts to gain access to recruitment and training focused employers.

Closing date for applications 1pm, Friday 30 September 2011.



Salary - £18,000 - £25,000 Hours - Full time (39 per week) cation - South East, Sussex

Ideally you will have the following skills and experiences:

- Hold A1 assessing qualification (essential)
 Experience of working in the hospitality industry i.e. as a chef
 Experiencing in delivering NVQ training, inducting candidates, filling in and pre
 documents, capturing and cross referencing evidence
 Excellent communication and interpersonal skills
- fold relevant chef qualifications (Preferable but not essential

is position as a professional cookery assessor is an ideal opportunity for someone who has a pass iching others to join a rapidly growing stable company.

You will need to have a flexible approach to work and must be willing to travel in and around the South East area and have a driving licence and own car.

Customer Service Assessor (x2)

Salary - £18,000 - £25,000

Location - South East, Sussex

Ideally you will have the following skills and experie

- Hold A1 assessing qualification (essential) PTTLS (desirable) Experience of working within a customer se

You will need to have a flexible approach to work and must be willing to travel in and around the South East area and have a driving licence and own car.

Head of Performance & Standards Ealing, Hammersmith & West London College £52,938 - £55,956

As one of the UK's largest colleges with over 22,000 students across four campuses, Ealing, Hammersmith & West London College provides a vibrant, collaborative and supportive environment for students and staff. We are now looking for ambitious professionals to help us make our 'Excellence Through Learner First' vision a reality - and develop their careers in this progressive and innovative organisation

Managing our performance monitoring system, you will ensure that all infrastructure, systems and processes are in place to ensure the highest standards of delivery across the organisation. In addition, you will oversee the IV and assessment model and drive quality improvement through business improvement techniques and processes. An inspiring leader, you must bring substantial experience of quality and performance management gained within an educational environment.

Apply - Via our website - www.wlc.ac.uk Closing Date for Applications - 5pm on 3rd October 2011 Assessment Centre 2nd November all day at Hammersmith Assessment Centre - 27th October all day - London venue TBA

Head of Funding & MIS Ealing, Hammersmith & West London College £48,726 - £51,489 pa inc

We are now looking for ambitious professionals to help us make our 'Excellence Through Learner First' vision a reality - and develop their careers in this progressive and innovative organisation.

An experienced practitioner of further education funding and management information systems, you will be responsible for the development of a funding strategy which underpins the College's curriculum plan. With a strong knowledge of current FE policy, you will lead a team responsible for optimising funding opportunities, monitoring and reporting progress and producing accurate and timely statutory returns.

Apply: Via our website - www.wlc.ac.uk/jobs Closing Date for Applications - 5pm on 3rd October 2011 Assessment Centre - 26th October all day at Ealing

Director Vocational & Foundation Learning Ealing, Hammersmith & West London College c. £70k pa inc

We are now looking for ambitious professionals to help us make our 'Excellence Through Learner First' vision a reality - and develop their careers in this progressive and innovative organisation.

Are you ready to join a College which is different from the rest? As postholder in this new and very important role, you will lead and develop our successful vocational provision ensuring that we deliver a high quality and exciting learning experience that meets the needs of students and employers. You will lead our apprenticeship programmes, customised training initiatives and skills for life strategy. You will be an inspirational leader who has significant experience of developing the vocational curriculum, combined with excellent organisational and management skills.

Apply: Via our website - www.wlc.ac.uk/jobs Closing Date for Applications - 5pm 3rd October 2011 Assessment Centre – 19th October, all day at Hammersmith

Head of Commercial Development & Training Ealing, Hammersmith & West London College £52,938 - £55,956 pa inc

We are now looking for ambitious professionals to help us make our 'Excellence Through Learner First' vision a reality - and develop their careers in this progressive and innovative organisation.

Are you ready to join a College which is different from the rest? We are seeking a dynamic, entrepreneurial and experienced commercial manager to develop and deliver bespoke training solutions to our employer response and commercial training clients. Responsible for leading a team of contract specialists, you will be an outstanding networker and communicator with an ability to forge strong business to business links by taking training solutions to the market. You will have the gravitas and experience to represent the College both locally and nationally in driving sales, income and

Apply - Via our website - www.wlc.ac.uk/jobs Closing Date for Applications - 5pm on 3rd October 2011 Assessment Centre - 27th October all day - London venue TBA



Director of Quality & Performance Ealing, Hammersmith & West London College

As one of the UK's largest colleges with over 22,000 students across four campuses, Ealing, Hammersmith & West London College provides a vibrant, collaborative and supportive environment for students and staff. We are now looking for ambitious professionals to help us make our 'Excellence Through Learner First' vision a reality - and develop their careers in this progressive and innovative organisation.

Are you ready to join a College which is different from the rest? Your challenge is to lead the College's improvement and performance plan, driving the highest quality standards in the delivery of the curriculum and our business operations. Ultimately, you will ensure that excellence is achieved across all stages of the learner journey. With significant senior level experience, you should have a proven track record of inspiring and successfully coordinating quality and performance management systems to deliver outstand-

Apply - Via our website - www.wlc.ac.uk/jobs Closing Date for Applications - 5pm on 3rd October 2011 Assessment Centre - Assessment Centre - 2 days - 20th & 21st October at Hammersmith



Walford and North Shropshire College is a successful open access tertiary college, offering exciting educational and training opportunities across multiple sites, supporting both the rural and urban communities of Shropshire. We are a thriving, growing College and the only provider of post-16 education in North West Shropshire. The College currently employs around 500 people across several sites covering the whole of Shropshire.

CLERK TO THE BOARD OF GOVERNORS

£29,474 - £32,558 pro rata

Full-time Equivalent: 0.32 (2 days per week, term time)

Based at Oswestry

The Board of Governors is seeking to recruit an experienced Clerk to replace the current post holder, who retires in December 2011. The post is part-time but requires a degree of flexible working to reflect the Board calendar of meetings, most of which take place in the evening.

Candidates will need excellent communication and administrative skills, along with extensive experience of clerking formal meetings, ideally in an educational setting.

Closing date: 30th September 2011.

AGRICULTURAL ENGINEERING INSTRUCTOR

£22,293

Required as soon as possible Based at Walford Campus

A full time position instructing and assessing Agricultural Engineering Apprentices at level 2 and 3. A highly motivated individual, you will have the drive and experience to deliver outstanding education and training. As a member of the Walford Training team you will work closely with employers to maximise apprenticeship recruitment and achievement. We are looking for an individual with sound agricultural engineering experience, relevant vocational qualifications and an empathy to develop apprentices careers in agriculture engineering. Previous instructing experience is desirable, but not essential as full training will be provided.

If you are interested in the above post and would like an informal conversation or more information please contact **Martin Moreton on 01939 262132.**

Closing date: 23rd September 2011.

CO-ORDINATOR – EMPLOYMENT PROGRAMMES

Circa £19k

37 hours per week Based at Oswestry

Would you enjoy the challenge of working with people who are looking to regain employed status?

We require an individual who can work closely with local job—centres, identify learner training needs, to match existing job vacancies, and co-ordinate the design, delivery and administration required for WNSC's specific employment programmes.

You need to demonstrate empathy with the learners and an understanding of their individual requirements.

Closing date: 30th September 2011.

PART TIME COMMUNITY EDUCATION TUTORS REQUIRED TO TEACH: Welsh, Italian and Aqua Yoga

Hourly rate: £17.71 Unqualified £18.97 Qualified

For more information contact Katie Edwards on 01691 688083 or by email on k.edwards@wnsc.ac.uk

If you are interested in any of the above posts and would like more information and an application pack, please contact Human Resources on 01691 88012/8017 (24 hour answering machine). Alternatively, visit our website at www.wnsc.ac.uk to download the information and apply on line, or contact d.smith@wnsc.ac.uk for further information. Please note CVs alone will not be accepted.

Walford and North Shropshire College is an equal opportunities employer and welcomes applications from all members of the community. The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure by the Criminal Records Bureau.

www.wnsc.ac.uk

If you wish to advertise in future editions of the paper, please send your vacancies in a PDF format to claire.edwards@feweek.co.uk You can find more job listings on the *FE Week* website: www.feweek.co.uk/index.php/jobs

Buckinghamshire County Council

Numeracy Tutor Supervisor Buckinghamshire County Council Basic Skills Development Team Full time, 37 hours per week Countywide Across Buckinghamshire Salary £27,116 - £29, 866 per annum based on experience

Buckinghamshire County Council's Basic Skills Development Team is looking for an enthusiastic and committed person to manage their team of Numeracy tutors in the delivery of the National Skills for Life Qualifications and Functional Skills.

You will contribute to team curriculum planning, be responsible for quality assurance issues, monitor and interpret data as well as being proactive in developing links and building long- term partnerships with associated organisations and employers. You will also be responsible for taking the lead in facilitating online learning, and be fully involved in taking forward new initiatives within the Numeracy field.

Candidates must be a qualified Adult Learning Tutor with experience of teaching Numeracy in classroom situations. Experience of managing a team is also essential. You must have access to a car and be willing to travel across Buckinghamshire.

You will have the ability to work as part of a team but also the confidence and initiative to work independently. A flexible approach is essential.

For an application pack please contact Stephanie Milne in the recruitment team on 01296 383366 or email recruitment@buckscc.gov.uk.

Closing Date: Monday 10th October

On Site Bristol Team Leader Location: Cumberland Basin, Bristol

On Site Bristol aims to increase the employment and skills levels of local people through creating sustainable careers. A Bristol City Council led partnership project On Site offers support to the Construction and Building Services industry through apprenticeships and other local labour initiatives. If you share our vision we would like to hear from you. On Site's apprenticeship programmes currently deliver success rates 16% better than the national average for our sector.

We are looking for a Team Leader who can continue the development of our key apprenticeship programme. This post, reporting to the Project Manager, will motivate and lead a specialist team. You will have a good knowledge of work-based learning and the construction and building services industry. The On Site programme has developed across a number of key delivery and employer partnerships and your involvement in further developing these will be pivotal to our ongoing success.

This post is subject to Enhanced Disclosure Checks operated by Bristol City Council in conjunction with Criminal Records Bureau and Medical Clearance.

Apply online at our website http://jobs.bristol.gov.uk/ quoting reference 22927. Our preferred method of application is online, if you are unable to apply online, please call 0117 922 4499 for an application form.

Closing date: 4 October 2011.

At Bristol City Council, we value having a workforce as diverse as the city we serve. We therefore welcome, develop and promote people from all sections of the community.







FE Week Guide to Twitter

FE Week has set out to get more professionals from the further education sector on Twitter.

Our handy 8-page guide is available now both online (feweek.co.uk/twitterguide) and as a supplement in a future edition of *FE Week*.

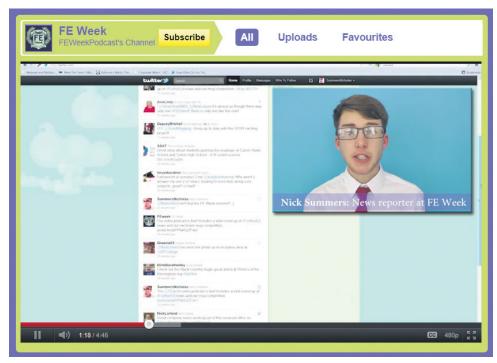
It has everything you need to know to start tweeting like a pro, including a video tutorial.

This exclusive *FE Week* guide has already successfully encouraged FE colleagues to join. Welcome to the twittersphere @Farnborough6th

Published in partnership with NCFE

A #FurtherEd Guide To the concept of Twitter sounds ridualized. All lives through short measure of a single conductation of geograph. Businesses and states of geograph. Businesses of a single conductation of the states. A beginness of the states of the states of the states of the states. Businesses of a single conductation of the states of t

www.youtube.com/feweekpodcast



Comments from FE Week website

Source: http://www.feweek.co.uk/index.php/2011/09/12/twitterguide

Leanna Ashton:

"This is a really useful article – it is great to have something written aimed at colleges. I will be using this to help with my marketing strategy and introducing social media at the College."

Sara Green:

"The Twitter guide is just what I needed to get started – very useful thank you very much!"

Denise Bishop:

"At our company we have been discussing the merits or otherwise of social media and the fact that we will need to use it to enable us to speak with our target audience. Having watched the online tutorial, I found it explained how the media works in a simple but useful fashion. Thanks for taking the time to explain to someone who needed convincing that this method of communicating is where we need to be!"

Peter Taylor:

 $"What\ a\ wonderful\ guide.\ This\ is\ just\ perfect!\ Thank\ you!"$

Sheila Turnbull:

"Never really understood it until I read this. Perhaps you could deliver regional training on using the media, FE Week?"

Mark Tumber:

"This has encouraged me to look at Twitter more seriously. Good guide, well written!"

Principal's Twitter competition

Are you the Principal to follow? Could you persuade a Principal to join Twitter?

FE Week has devised a special campaign to get as many principals tweeting like the experts. We're challenging every college principal to try and gain as many Twitter followers as possible by the end of September. The person whose following has improved the most will receive £500 for their hardship funding (or equivalent).

To get involved, send an e-mail to news@feweek.co.uk with a screenshot or URL to your profile, along with the original number of followers you had at the start of the challenge. We'll check back at the end of the month to see how you've got on. Good luck and remember to think creatively!

FE Week and me competition

We have already had more than 200 entries from 40 colleges, but it is not too late to apply

September enrolment is an exciting time of the year. Thousands of fresh faces take up their favourite courses to improve their skills, knowledge and career opportunities.

But we know there are many other reasons for why students are attracted to further education.

So *FE Week* has set up a competition to share some of these fantastic stories.

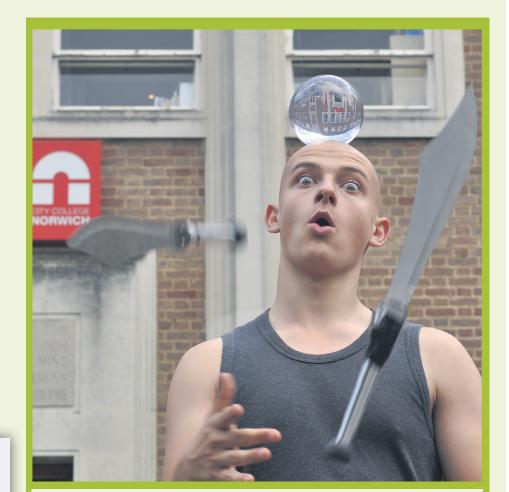
We are asking students to send in an article with 500 words or less explaining what brought them to college, along with their hopes, fears and aspirations. It's a great way for students not only to express their feelings about the courses they've enrolled in, but how they'll help meet their goals for the future. We also think that it is perfect for breaking the ice on their first day.

Every student works harder with a little cash incentive. Shortlisted submissions will be

in with the chance of winning a brand new Macbrook Pro - arguably the perfect laptop for studying, working on demanding projects and checking e-mails. Or, if they prefer, we've got £1,000 in John Lewis vouchers to give away.

All entries must be e-mailed to feweekandme@feweek.co.uk by September 30, 2011. We'll then select eight entries for a shortlist and publish them on the FE Week website (www.feweek.co.uk). Readers will then be able to read each submission and vote for who they think should be the winner.

To help spread the word and get students involved with *FE Week and me*, we've designed a poster for you to put up in college corridors, cafeterias and classrooms. You can request as many posters as you like via our SurveyMonkey here: http://www.surveymonkey.com/s/FE-Week-and-me-poster-request



started my course, BTEC National Extended Diploma in Performing Arts (Acting), on Wednesday 7th September.

So I want to be an actor right? Wrong! I want to be a juggler! I know, so why am I doing an acting course? I'm here to learn performance skills and to gain confidence on the stage. When my course finishes I'm debating between going to The Circus Space, a contemporary circus school in London or doing another FE course while it's free

Why did I choose City College Norwich? I chose this college because I heard great things about the acting course here. When I came to the audition, I fell in love with the colleges performing arts facilities; I felt my tutors, Nick and Ade would be great people to work with, I was right!

I'm really hoping to do well at this course and I will be aiming for distinction grade overall, I think it will be hard work, but definitely worth it. The main thing that worried me about college was that, I would know nobody on my course, I'm very lucky as my class is great and everyone is very friendly, so now that fear has vanished.

If you see me around juggling, feel free to come say hello. I don't bite, promise.

Eddy Bacon, aged 16

Win yourself a MacBook Pro or £1000 in John Lewis vouchers!



Have you just started college?
If so, we want your story



Send *FE Week* an article in 500 words or less explaining what brought you to college, along with your hopes, fears and aspirations

A selection of submissions will be published on the *FE Week* website, and readers will vote for the winner

Email your submisson before the end of September 2011 to feweekandme@feweek.co.uk



FE Week and me

E Week is a sparkling new weekly printed and online newspaper serving the further education sector

FE Week mini-mascot

Follow the adventures of *FE Week*'s biggest and smallest fan!

"Mostly this week I have been having a giggle on the swings in Greenwich Park"

And also you can follow our *FE Week* mini-mascot on Twitter @daniellinford

